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ABSTRACT

In an effort to more effectively and efficiently administer Title III funds received for faculty, staff, and administrator development activities, the Northern Maine Technical College (NMTC) created a professional activities handbook for distribution to all college employees. This practicum report details the procedures undertaken in developing the handbook and includes a copy of the handbook itself. After chapter 1 provides a brief introduction to the project, chapter 2 offers a review of the literature on development activities, including issues of planning and evaluation, communication of program design, considerations for staff and part-time faculty, and handbook development strategies. Chapters 3 and 4 describe the handbook development process at NMTC (which included an analysis of the technical college system's travel guidelines, collective bargaining agreements, and a review of development handbooks from other colleges and universities), and its results. Chapter 5 concludes with a list of recommendations for developing the professional activities handbook. The handbook itself includes a cover letter for employees, and presents information on the mission, philosophy, and objectives of professional and personal development activities. It also describes and diagrams the organizational structure for staff development; presents institutional policies, procedures, and guidelines for participating in development activities; and provides sample forms and activity reports. Development activities covered in the handbook include academic courses, national conventions, on- and off-campus workshops, college forums, faculty and faculty/industry exchanges, internships, certification/recertification, sabbaticals, and unpaid leaves of absence. (GFW)

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THE DEVELOPMENT OF A PROFESSIONAL ACTIVITIES HANDBOOK GOVERNING FINANCIAL ASSISTANCE TO STAFF AS FUNDED BY THE TITLE III GRANT

Human Resources Development

by

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A Practicum Report presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

Janruary, 1991

Abstract of a Practicum Report Presented to Nova University in Partial Fulfillment for the Requirements for the Degree of Doctor of Education

THE DEVELOPMENT OF A PROFESSIONAL ACTIVITIES HANDBOOK GOVERNING FINANCIAL ASSISTANCE TO STAFF AS FUNDED BY THE TITLE III GRANT

by

Norma M. McKinnon

Janruary, 1991

The purpose of this project was to develop a professional activities handbook governing financial assistance with Title III (Strengthening Institutions) funds at Northern Maine Technical College (NMTC). NMTC, a two-year college, is one of six colleges in the Maine Technical College System. The college did not have a formal process for allocating funds, nor the documents necessary for effective, efficient administration of the Title III professional development project.

The question for the study was: What elements should be included in NMTC's professional activities handbook? The procedures used for determining handbook elements included: a search of the literature to determine handbook content and development process; solicitation of input from the campus professional development committee; an analysis of the Maine Technical College System's travel guidelines, collective bargaining agreements, NMTC`s Title III grant, and handbooks from other colleges and universities.

The resultant handbook includes a cover letter, mission, philosophy, objectives, program organizational structure, policies/procedures, guidelines, and sample forms and reports. Final approval of the handbook's contents was obtained, and the handbook was distributed to all staff at the monthly college forum.

Recommendations for developing a professional activities handbook include: (1) clarify the relationship between collective bargaining agreements and handbook language; (2) ensure consistency between the college and program mission/philosophy/objectives; (3) solicit input relative to handbook contents from all individuals participating in, or impacted by, professional development; (4) include strategies for program evaluation; (5) provide clear documentation of how the program is meeting the needs of the institution; (6) maintain a casual style throughout; (7) encourage the individual responsible for directing the professional development program to author the handbook.

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Chapter 1

INTRODUCTION

Northern Maine Technical College (NMTC), one of six colleges in the Maine Technical College System, placed professional development as a top priority goal in its strategic plan under the new campus leadership. Initial forays into funding sources for professional development produced a Title III grant (Strengthening Institutions) that provided substantial monies over a five year period.

NMTC did not have a formal process for allocating development funds, nor the polices, procedures, forms, and other documents required for ensuring continued Title III funding, and effective, efficient, administration of the new program. The purpose of the practicum was to develop a staff handbook governing financial assistance with Title III funds. The handbook houses a cover letter, mission, philosophy, objectives, program organizational stucture, policies/procedures, guidelines, and sample forms and reports. Final approval of the handbook`s contents was obtained and the handbook was distributed to all staff at a monthly college forum.

The procedures used to develop the manual included a search of the literature to determine content and

development process, solicitation of input from the campus professional development committee, an analysis of the Technical College System's travel guidelines and collective bargaining agreements, and a review of the Title III grant and several staff development handbooks from other colleges and universities.

Background and Significance

Conclusions protracted from the literature review that provided the foundation for this practicum include long-range program planning and ongoing evaluation, clear communications between all individuals involved with, or impacted by, the professional development program and the inclusion of all staff and part-time faculty in the program. In addition, project initiation, ongoing assessment, and final evaluation of professional activity are the concerns of the individual activity participant, the area supervisor, and the professional development committee. The guidelines used in this practicum for handbook development and content is consistent with that described in the literature.

This practicum related to the "Human Resources Development" seminar which covered staff development theory, issues, and practices. In that the emphasis in the seminar was the creation of the organization of the future through human resource development, this practicum was both relevant

and timely, as the purpose of the professional activities handbook is to accelerate, strengthen, and simplify human resources development at NMTC.

Prior to this practicum, employees were confused about the professional development application process and did not have an understanding of the program's mission, philosophy, or objectives. The Staff Development Director (SDD) was spending an exorbitant amount of time assisting employees with the application process, professional development plan formulation, activity reporting, and communicating the goals and objectives of the new program.

Equally as important, federal monies were being used to fund the project and it was imperative to have the proper documentation in place so that continued yearly funding could be secured. A review of the literature was conducted to assist in determining the content needs of the professional activities handbook, as well as the most effective process for developing it.

Chapter 2

REVIEW OF THE LITERATURE

ERIC documents, educational journals and texts, and professional development handbooks developed at other institutions clearly show that there is a need for a professional development manual or handbook at NMTC. The literature review focused on the facets of handbook content and developmental process. The predominant facets were found to relate to the areas of program planning and evaluation, communication, the inclusion of staff and part-time faculty, the agent responsible for professional development, and guidelines for handbook development. These areas by no means are intended to exhaust those offered in the literature.

Planning and Evaluation

The literature is rich with information relating to planning and evaluating staff development programs. Generally, the information includes caveats pointing to the absence of planning and evaluation as the cause for program failure. Valencia & Killion (1988:2-8) cite five obstacles to teacher change: "poorly planned staff development, reluctance to change, teacher isolation, failure to address adult learner needs, and rigid expectations." Tindall &

Coplin (1989) also note that effective staff development programs have comprehensive collaborative planning and evaluation processes in place.

Little (1986) discusses the need to connect staff development programs to the structures of power and policy already in place at the institution. Along the same vein, Rosenblum & Louis (1981) find that staff development planners must set up guidelines specific to implementation and must set up ways of continuing innovations and absorbing them into the system.

The need for clear objectives is indicated in the literature. Brookfield (1987) discusses the necessity for making the objectives of the development program public. Lieberman & Miller (1984) note that clarity of project goals and precepts is important in the implementation of projects. In Issues and Problems in Professional Development, a paper commissioned by the North Central Regional Educational Laboratory in 1985, characteristics of a "coherent" program of staff development are identified. Four of those characteristics are as follows:

> The program has a mission statement, policy guidelines, goals, resources, budget and personnel; teachers as the primary participants have a preeminent voice in the governance of the program; the program is able to support a skilled person or persons responsible for planning and managing activities at the school; the program addresses a balanced agenda of goals.

Also discussing the importance of mission and goals

Loucks-Horsley et al (1987:22) report that "the mission statement of goals and beliefs regarding teacher development is another important structural element, and the beliefs become the foundation of the system." Wood et al (1981:73) contend that "staff development participants need a clear understanding of objectives, activities, and expectations in order to accomplish the goals and tasks that lead to new understandings and changes in professional behavior." Along with clear objecives, clear communication is deemed an essential ingredient of an effective staff development program.

Communication

Murphy (1988:36) notes that "teachers must participate in the program, and program design must be communicated. This will change the teaching workplace and improve student achievement." McHaney & Impey (1988:2) argue that:

> Staff development programs should include communication and cooordination to assist with inter-building communication, organizing and providing information about resources: assisting with communication between administration and staff; providing central coordinating service.

Bishop (1987:46) also identifies communication of staff development plans as instrumental to achieving school reform through staff development. As long ago as 1978, Lawrason authored a chapter in Instructional Development: State of the Art focusing on the necessity of program documentation

and emphasizing the importance of strong interpersonal communication between developers and other institutional personnel. Crandall (1983:6) discusses the need for the person responsible for development efforts to be articulate and charasmatic, and a clear communicator. Fullan (1982:291) observes that "people need specific ideas, sounding boards, and social support during the critical early period, or else the initial momentum of the program never gets established." Lastly, Nevi (1988) urges that effective communication between institutional staff and the community take place if the program is to be effective.

Staff

A factor equally as important as clear communication for ensuring an effective staff development program is the need to include all staff. Jenkins (1989:108) says:

> Staff development should be involved with dealing with the capabilities of the whole institution by nurturing staff. Institutions must deal with attitudes and incorporate equal opportunities within the structure, content, and delivery of all their activities.

Rostek & Kladivko (1988) discuss the staff development needs of academic, nonacademic, and administrative personnel. LoPresti (1989:29) regrets that:

> Although bus drivers, teacher assistants, secretaries, and cafeteria workers are vital to the school organization, they are often overlooked entirely by inservice trainers and staff development planners.

Although LoPresti is discussing secondary school staff, the

same is true in many postsecondary institutions. Other employees whose development needs are being neglected are part-time faculty members.

Part-time Faculty

Leitzel (1989:21) examines the awareness directed toward part-time faculty needs in teaching institutions. He states that "the part-time faculty in our community colleges are responsible for a large portion of all instruction that occurs and yet faculty renewal programs do not include the part-time faculty." Leitzel proposes an approach for part-time faculty development in community colleges, as do many others (for example, Craig, 1988; Gappa, 1984; Hoerner, 1987; Pedras, 1985). Byrd (1985) conducted a study to analyze community college's staff development activities as they relate to part-time faculty and found that part-time faculty needs are not currently being met. Another program concern addressed in the literature is the structure(s) responsible for development efforts.

Responsible Agent

At Glenville State College in West Virginia the college's professional development committee is the responsible agent for awarding funds for speakers/scholars, on-campus workshops, grants, professional meetings and conferences, and advanced study. At Glenville, the

activity participant must submit a report to the professional development committee upon completion of the activity (Glenville State College, 1987). Seagren (1986) found that outstanding department chairpersons were primarily responsible for initiating professional development activity. Stroule (1988) also believes that middle managers should have a primary role in developing their people. On the other hand, Manasse (1986:357) alleges that "while deans and department heads can create a nurturing environment for faculty development, a significant burden of responsibility should be taken by each faculty member." It is clear that the onus of responsibilty for professional development varies among schools from the professional development committee, to the manager, to the individual faculty member.

Handbook Development

The literature is rich with advise and guidelines for developing written staff development plans. Loucks-Horsley et al (1987:23) say that:

> Representatives of teachers who have real decision making prerogatives should develop a management plan in which the roles and composition of these groups are clearly designated as a major component of the professional development program.

Craig (1988:1) conducted a study to identify organizational patterns facilitating faculty development programs for part-time instructors in technical community colleges and

found that "the most popular program components were a handbook or manual of some type..." Shepherd & Richarson (1988) have developed a professional development handbook or manual for staff in colleges and polytechnics in the United Kingdom that describes the purpose of staff development, ways of developing professionally, and evaluation and monitoring techniques. At Niagara College of Applied Arts and Tech, a community college in Ontario, Canada, a Human Resource Development Committee was mandated to develop a staff development handbook. The handbook includes a guiding statement of Human Resource Development, supported by an infrastructure of policies and procedures that became known as the Niagara College Human Resource Development Portfolio (McCardell & Willment, 1987).

Kintzer (1983) examined directions currently evident in the purpose, content, style and format of handboooks and manuals from 212 two-year colleges in 39 states and offers the following suggestions: Clarify relationships between handbooks and collective bargaining contracts or other regulatory sources to avoid confusion and legal complications; offer information on development activities, and program purpose; develop specialized handbooks for particular groups; provide information on policies and regulations related to the program; maintain an informal and straightforward style.

The State University of New York, Albany (1980) developed a pilot edition handbook that includes a welcome letter, an outline of policies and procedures, and other guidelines as well as the community college mission, among other documents.

A project at Carnegie-Mellon University in Pittsburg, Pennyslvania, designed to study technical manual production, determined that:

> The focus in the design of technical manuals must shift from the product to the process of developing the manuals and to the goals of the design process. Specifications should include goal statements and interpret design requirements in terms of those goals.

Fielding (1985:8) describes the phases of development of a staff development handbook at the Oregon State System of Higher Education, Monmouth. Fielding emphasizes that "the content materials must be meaningful to the reader, that is, they must be both substantively sound and practical."

Smith (1988:1-88) offers a blueprint for writing vocational training manuals. Smith contends that "to be maximally effective, manuals for staff development at vocational facilities must be developed at the individual facility in which the development is taking place." A summary of the ideas found in Smith's publication are as follows: Manuals need to be mirrors of the development programs the facilities are providing; manuals must provide

clear documentation of how the program will meet the needs of participants; it may be easiest and cheapest to use a photocopy machine to duplicate the original typed document; plan to evaluate the manual at least once yearly and at any point that the program changes significantly; while drafting the manual, make sure that the style conventions are uniform; and lastly, to be worth the development effort, a manual must be used.

Finally, many two-year colleges have recently developed professional development handbooks (for example, Butte College, 1990, Oroville, CA; El Paso Community College,1990, El Paso, TX). These handbooks house the program philosophy, mission, and goals, individual development plans, professional activities, program organizational structure, policies and procedures, and sample forms and reports.

Conclusions

Many conclusions can be protracted from the above literature review. Long-range planning and ongoing evaluation are essential ingredients in a program's success. Multiple modes of clear communications between all individuals involved in, or impacted by, professional development must exist. All campus staff must be encouraged to participate in professional development activity. Meeting the development needs of part-time faculty is instrumental to improved student learning. The individual

employee, the department manager, and a formal structure such as a professional development committee, are all vital to campus professional development.

Guidelines relevant to actual handbook development include, but are not limited to: describing the roles of individuals involved in professional development programs; including program purpose or mission, philosophy, objectives, and activity descriptions and outcomes; the need for individualized development plans; consistency between collective bargaining language, handbook language, and other institutional structures; outlining program policies, procedures, and other regulations; including a cover letter; insuring substantive soundness and practicality; evaluating the manual's content at least on a yearly basis; using a consistent style throughout; and soliciting input during the drafting process from all those involved in, or impacted by, professional development.

Chapter 3

PROCEDURES

The question for this developmental study was: What elements should be included in NMTC's professional activities handbook? The procedures used to determine appropriate handbook elements follow in chronological order.

A review of the ERIC documents, journals, and texts relating to staff development was completed. Staff development handbooks from other educational institutions were reviewed for content. Several administrators responsible for campus professional development were contacted for information about professional activities handbooks.

Input relative to handbook content was solicited from professional development committee members. The committee is composed of seven members, each individual representing a different department within the institution. A copy of the Maine Technical College System travel guidelines; the Board of Trustees Agreements with faculty, staff, and administrators; and the Title III grant were reviewed, providing additional guidelines for policy and procedure development. The ensuing documents were approved by the campus strategic planning committee, the professional

development committee, and senior administrators. The completed handbook was distributed to staff and reviewed at the college forum. Those employees not in attendance received handbooks via campus mail. A copy of the contents of NMTC's professional activities handbook can be found in Appendix A.

In this study, an assumption was made that once the professional activities handbook was developed, it would be used at NMTC. A second assumption was that the handbook would enhance the effectiveness of NMTC's Title III professional development project.

One of the limitations of this study is that use of the professional activities handbook is limited to NMTC, as the handbook was shaped by NMTC's policies/procedures and the Title III grant. Another limitation is that the handbook is generic, in the sense that it is intended for use by all NMTC employees, rather than having been designed specifically for staff, administrators, or faculty.

The terms professional development, staff development, faculty development, human resources development, and career development are synonymous in the literature and for the purposes of this practicum. "Staff development" at NMTC is: Any systematic and intentional effort at any level in the institution that addresses the professional development of full-time and part-time employees in areas that strengthen the institution.

Chapter 4

RESULTS

From the literature, thirty-five sources were reviewed for information pertaining to the usual content of staff development handbooks, and the most effective process for developing handbooks. Appropriate ERIC documents and educational journals were identified by a computer search using the identifiers "staff development," "professional development," "career development," "faculty development," "human resources development," "community college," "two-year college," "college," "university," "handbook development," "faculty handbook," "staff handbook," and "manual development." The Library of Congress card catalog was searched under the same headings identified above.

Four staff/faculty development handbooks from the following educational institutions were reviewed: Butte College in Oroville, CA, El Paso Community College in El Paso, TX, University of Delaware, and the University of Wisconsin, Madison. In addition, the following administrators having primary responsibility for campus professional development were contacted by telephone and supplied advise and suggestions: Director of Academic Services, Oakland University, Rochester, MI; the Associate

Dean, University of Michigan; the Chair, Department of Human Resources, University of Hawaii-Manoa; and the Coordinator, Credentials Program, University of Southern California.

A professional development committee meeting was attended. A description of the handbook development project was described to members and suggestions for handbook content solicitied. The list of content suggestions provided by the committee was as follows: mission, objectives, Title III goals, sample activity report, sample forms (completed), policies and procedures, guidelines for developing a five-year development plan, sample development plan, and a final suggestion to personally review the handbook with all staff.

A copy of the Maine Technical College System travel guidelines was obtained from the Chief Financial Officer; a copy of the Board of Trustees Agreements with faculty, staff, and administrators was obtained from the Vice-President's office; a copy of the Title III grant was obtained from the Title III Coordinator. The guidelines, grant, and contracts were reviewed and confusing language was clarified by top administrators.

Draft forms were developed, policies and procedures were written, sample forms and reports were completed, mission, philosophy, and objectives were written, guidelines for developing a five-year professional development plan and

a rational for writing a five-year plan was developed, and a sample five-year plan was designed.

The draft documents were forwarded for approval to the management team, which consists of senior administrators. Minor revisions were made by the management team. The revised documents were presented at a strategic planning committee meeting which granted approval to proceed with handbook development without requiring document revisions. The strategic planning committee has the responsibility for oversight evaluation of the Title III project.

The documents were provided to professional development committee members. The committee has the responsibility for allocating Title III funds for professional activities. Final approval was granted with only minor changes in the policies and procedures section as it related to part-time faculty and faculty internships.

All revisions were made, and a rough draft of the handbook contents was forwarded to the Title III clerical support person to be typed. The documents were typed and returned for corrections. Corrections were made and the final draft was completed. Binding of the handbook was done in the campus development office by the Title III clerical support person, and the expenses incurred were absorbed by the development office.

During Janruary's college forum, the handbooks were

distributed to all those in attendance. The contents of the handbook were reviewed and a question and answer period followed. Handbooks were placed in the mailboxes of those individuals not in attendance at the college forum. A cover letter was attached to the handbook with a brief description of the contents and an invitation to contact the Director of Staff Development at any time should questions surface relative to the handbook's contents.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion and Conclusions

From the outset, the Professional Activities Handbook was intended to be comprehensive and practical. There was a commitment to draw upon the best available ideas and procedures for developing the manual and to present the contents in a form that all NMTC employees would find meaningful. To help assure the contents of the handbook would be both substantively sound and practical, the input from professional development experts from other educational institutions as well as NMTC employees was invaluable. This strategy allowed for the introduction of the superior knowledge of experts as well as the practical suggestions and insights of NMTC's professional development participants.

As was indicated in the literature, (for example, Fielding, 1985:2) the handbook progressed through distinct phases of development: conceptualization and design; initial draft of selected documents; revision, and preparation of a complete draft; and final review and revision.

The most basic and difficult issue in designing the

handbook concerned its underlying design. The literature indicated that writers, managers, and illustrators could be interviewed to obtain information on the work flow in developing a manual; and the validation and verification process (for example, Duffy, 1985:1). Although managers were interviewed, and handbooks from other educational institutions were reviewed, it remained unclear as to how to set forth the information in a meaningful way. Only time will bear out the meaningfulness of the product.

As indicated in the literature, communications with those directly involved in professional development, and the inclusion of input from NMTC employees and committees, was an effective means for planning and evaluating handbook content. The literature also advised that staff and part-time faculty be included in professional development activity. The policies and program goals do reflect the inclusion of these NMTC groups. Also, project initiation, ongoing assessment, and final evaluation of professional activity is the concern of the individual, the area supervisor, and the professional development committee, as was recommended in the literature. The guidelines used for handbook development and content is consistent with that described in the literature.

Implications and Recommendations

To be maximally effective, staff development manuals should be developed at the institution where the development activities are initiated. In fact, the person responsible for coordinating handbook development should be someone directly involved in the institution's staff development program. This individual is aware of all the special nuances of the institution and the staff development program. Every institution has unique needs for development and its own set of rules and regulations that must be adhered to.

The program`s organizational structure should be described and/or a flow chart should be included in the handbook so that employees will better understand the authority structure, thus clarifying the application process. The literature did not mention the importance of clarifying the organizational structure; however, handbooks from other institutions do include a flow chart, and the administrators contacted by telephone did advise that a flow chart would prove beneficial.

The staff development manual should provide clear documentation of how the program is meeting the needs of the institution which funds the activity. The handbook describing the staff development program can contribute to

the institution's overall professional development program evaluation effort.

The mission, philosophy, and objectives of the staff development program must flow naturally from the college mission, philosophy, and objectives. If they are not in sync, staff will recognize the inconsistencies and question the validity of the program. Along the same vein, if internal inconsistencies exist in the handbook, staff will question the validity of the handbook. Ensure that all those involved in professional activity or impacted by it are given the opportunity to comment on draft douments so they will have ownership of the finished product. It is suggested that the relationshp between handbooks, collective bargaining contracts, and other college regulatory sources, be crystal clear, to avoid inconsistencies and legal disputes.

Sample reports and forms that must be completed by staff development participants should be included in the handbook. This lessens staff confusion about the application and evaluation process as it provides a concrete example of what is expected. It also lessens the burden on the individual responsible for assisting staff with the professional development application process, freeing the person up to engage in the more challenging and interesting aspects of the position.

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APPENDIX A

CONTENTS OF PROFESSIONAL ACTIVITIES HANDBOOK

TITLE III PROFESSIONAL ACTIVITIES HANDBOOK

Northern Maine Technical College
33 Edgemont Drive
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NMTC

Northern Maine Technical College

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Welcome to Northern Maine Technical College! I hope working here at the college as a full-time or a part-time employee will be a rewarding and challenging experience.

This booklet describes the various opportunities available to you for your professional and personal development as funded by the Title III grant. Space is provided at the end of some descriptions so that you can make additional notes.

Northern Maine Technical College is committed to you and your development. It is hoped that you will participate in many programs.

If there is any way I can be of service to you, please stop by my office or call me at extension 413. The development office secretary will also be happy to assist you in any way.

Special thanks go to the professional development committee members who helped with this directory. Thanks also to Dr. Durward Huffman and Dr. Rodger Eckhardt whose counsel has been invaluable.

Best wishes,

Norma McKinnon

Norma McKinnon
Title III Professional
Development Coordinator

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PRIMARY GOAL AND MISSION OF STAFF DEVELOPMENT

The primary mission of Northern Maine Technical College is to provide the community with educational opportunities that meet the needs of business, industry and government within the state.

Thus, the primary goal and mission of staff development is to provide activities and training that continually direct the attention of college faculty, administration and staff to the satisfaction of both community and student needs. This includes activities that continually focus our collective and individual attention on the student as a human being, a customer and an instrumental part of the workforce capable of responding to the changing needs of Maine's economy. College faculty, administration and staff should be reminded of and guided by this reason for being. Staff development activities should reinforce this basic college value.

In so doing, we will be a leader among two-year colleges; highly regarded for our commitment to students, widely respected for our excellence in teaching and openly responsive to the needs of the community and state we serve.

PHILOSOPHY OF STAFF DEVELOPMENT

The purpose of staff development is to strengthen the individual and the institution. Northern Maine Technical College believes that the individual, the department, and the institution has almost limitless capability for growth and development. It also believes that staff development provides the vehicle for helping faculty teach effectively, for helping students learn effectively and for helping the institution serve the needs of the community. Staff development is viewed as a "change agent" for the institution and can give the motivated, creative faculty , administration and staff necessary to bring about desired educational change in the institution.

Staff development at NMTC is supported by the top but is driven by the bottom. The college has made a commitment to assure the support and resources necessary to provide a comprehensive program which will meet the constantly changing needs we face with Maine's economy as well as in our multicultural society. Comprehensive staff development at NMTC essentially means, providing enrichment, educational, and training opportunities for all segments of our campus family.

OBJECTIVES OF NORTHERN MAINE TECHNICAL COLLEGE'S STAFF DEVELOPMENT PLAN

1. To promote excellence in the teaching/learning process.

2. To promote staff development within the larger context of organizational development.

3. To promote a sense of individual responsiblity for staff development.

4. To facilitate the identification of development plans that reflect college, program/department, individual needs.

5. To promote scholarship.

6. To plan and implement career growth activities for all staff.

7. To develop a sense of "collegiality" among all college employees.

8. To enhance responsiveness to students' needs.

9. To enhance responsiveness to the changing needs of the economy of the Northern Maine region and the state.

10. To provide communication intended to develop staff's understanding of institutional policies, procedures, expectations, etc., as they relate to staff development.

ORGANIZATIONAL STRUCTURE FOR STAFF DEVELOPMENT

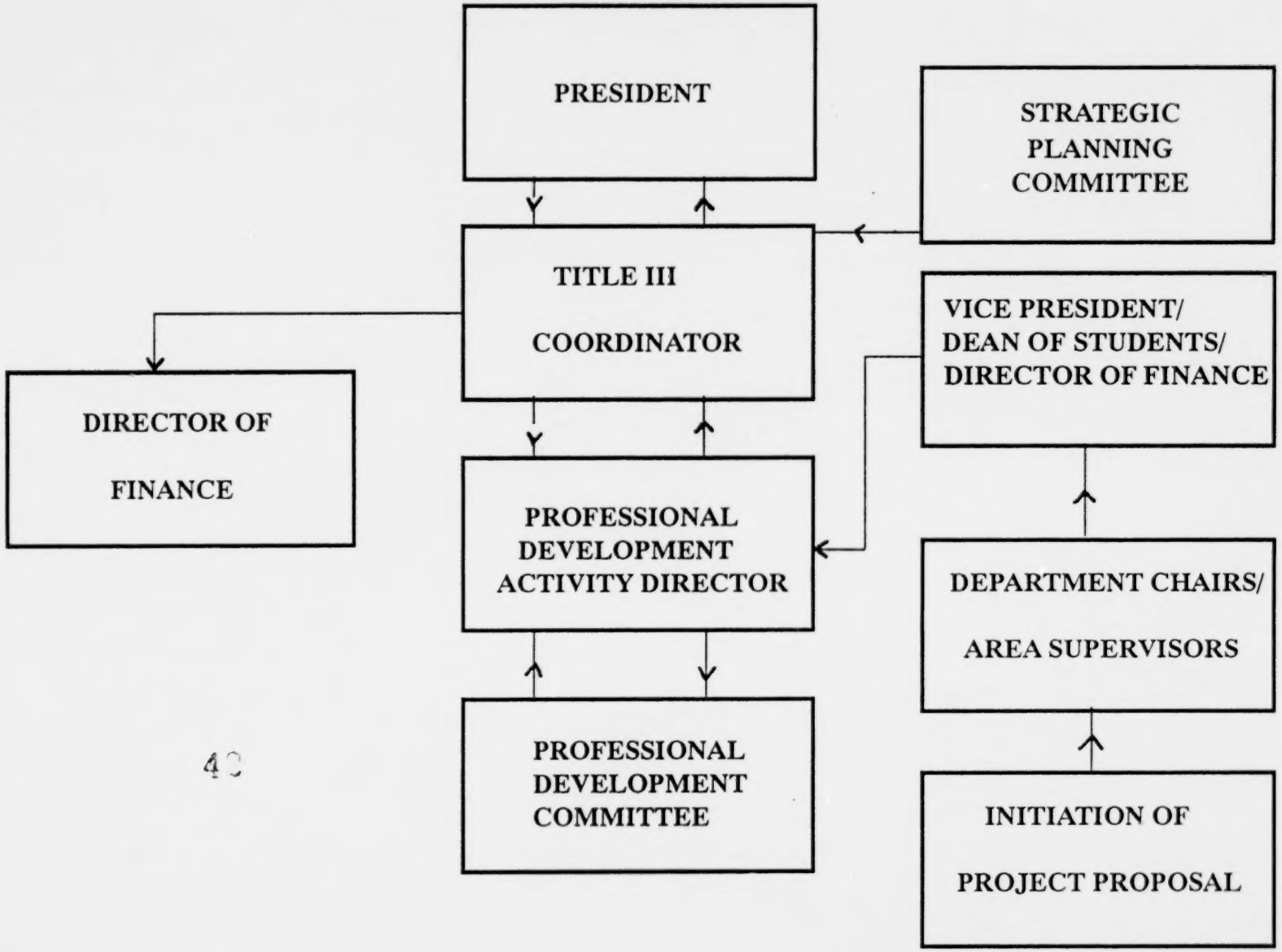
A. A Professional Development Coordinator: The Professional Development Coordinator is selected by the President. The Coordinator oversees the respective staff development activities of the college which are funded by Title III. The Coordinator chairs the Professional Development Committee. The Professional Development Coordinator's position is a faculty appointment lasting for the life of the 1989-94 Title III grant.

B. The Professional Development Committee: Committee members are selected yearly by secret ballot in the academic and administrative departments and by appointment in the staff ranks. The committee is composed of eight members - one faculty member from each of the four instructional areas, two administrators, and two staff representatives.

C. Other Committees: The College Forum Committee and the Quality of Worklife Committee work in communication with the Professional Development Committee. Other Ad Hoc committees are formed on an as needed basis.

D. Approval and Reporting Relationships: Refer to the Title III Professional Development Flow Chart on the next page.

TITLE III PROFESSIONAL DEVELOPMENT FLOW CHART



TITLE III PROFESSIONAL DEVELOPMENT OBJECTIVES

1. All non-baccalaureate prepared faculty will obtain the baccalaureate credential.

2. All baccalaureate prepared faculty will be enrolled in a graduate level program.

3. At least ten percent of employees will obtain certification in specialty areas yearly.

4. All employees will attend at least one workshop yearly.

5. At least two workshops will be offered on-campus yearly.

6. At least thirty percent of faculty and administrators will attend national conventions yearly.

NMTC PROFESSIONAL DEVELOPMENT PLAN GUIDELINES

The professional development plan is intended to give a description of the context of professional growth and direction within which staff development will occur. It clarifies professional and personal development goals which can be utilized as a planning tool by the individual and the professional development committee. It is in the plan that staff identify goals for a 5 year period; show how individual development plans are related to those of the department; establish priorities, and determine the kinds of activities and resources necessary to complete the plans.

The following areas should be addressed in the plan:

1. Professional Development Goals

   In addition to goal statements, rationales should be included which show their relationship to:

   a) Department goals

   b) College goals

   c) Present and possible future career goals

   d) Professional and personal growth

2. Activities

   Types of activities, or even specific activities, if known, which may assist in the realization of these goals, should be listed. The projected cost for lodging/meals/travel for each activity should also be outlined.

3. Outcomes

   These should include statements of the planned and/or expected measurable outcomes for both individual/professional growth and development and for the department and college.

   Note: A professional development plan will normally be between 2-3 pages in length. Please type.

RATIONALE FOR PROFESSIONAL DEVELOPMENT PLAN

The professional development committee (PDC) sees two advantages in requiring professional development plans. First, they will provide a formal opportunity for all staff to do some longer-term planning than is often the case. Second, they will afford greater incentive for doing such planning, because in giving the PDC more detailed information about an individual's development goals and the relationship of those goals to the directions of the college and its various programs - developmental plans make it possible for the PDC to make better informed decisions about how to set funding priorities. In other words, development plans will permit individuals to plan activities that are more ambitious than those which they might have projected prior to the Title III project, and to have a reasonable expectation that well-planned projects will be funded. (At the same time, professional development plans may have the added advantage of giving legitimacy to no-cost or low-cost professional development activities of very high value- e.g., intensive reading in one's discipline- which often receive no formal sanction or applause).

The plan is intended to sketch out the developmental directions of a staff member for a period of five years, and should be updated annually. In the plan, the staff member should articulate her/his own personal/professional goals as well as the goals of her/his department and college; then, considering the "mesh" between these two sets of goals, she/he should sketch out the kinds of activities that will allow her/him to develop effectively in the interests of both her/his professional self and her/his college self. The plan should specify the particular activities that will be engaged in whenever possible. Include projected costs of travel, lodging, and meals. Subsequent requests for funding to the PDC, will then be compared to the individual's professional development plan. (Of course, the individual would not be limited in her/his funding requests by the plan; but requests not arising from the plan would be expected to be accompanied by a "fuller" explanation.)

The plan is meant to be a facilitative device. It is an important tool for the professional development committee in their decision making, and is a prerequisite to involvement in and continued funding by the Title III grant.

PROCEDURE FOR DEVELOPMENT AND APPROVAL OF PLANS:

1. The staff member engages in a formative self-assessment process, considering professional directions and goals and interacting with others in the professional environment.

2. The staff member drafts a tentative plan, in consultation with her/his supervisor and/or area administrator, covering a five year period. This plan should specify particular activities (e.g., specific conferences); whenever possible. What area of the profession or discipline will the member work in? What kind of activities will be most suitable to her/his aims? What kind of support, in general terms, would the member need in order to accomplish her/his goals (e.g., release time, sabbatical support, substitute)?

3. The staff member seeks commentary on the plan from their professional development committee representative, Department Chair, and colleagues.

4. The staff member finalizes the plan and submits it to the college PDC. The member has the responsibility for assuring the plan is complete in accordance with the guidelines and approved by her/his supervisor and/or area administrator.

5. The PDC and the supervisor/area administrator should receive a copy of the plan.

6. The plan does not supplant the individual activity approval process: staff will still seek formal approval of activities using the existing requisition forms.

SAMPLE FIVE-YEAR PROFESSIONAL DEVELOPMENT PLAN 1989-94

Professional Development Goals: Andrew Anybody

1. Maintenance and further development of instructional skills, including both content and technique. In the area of content, I intend to increase my knowledge of descriptive statistics and continue to broaden and deepen my understanding of applications of linear algebra and calculus. In the area of teaching technique I am interested in alternative instructional methods and use of technological aids, particularly computer programs, in the teaching of mathematics I will also try to keep current with respect to developments in the philosophy and practice of adult education. Excellence in teaching is one of the primary goals of the college and of our department.

2. Development of skills in computer use. Improving my skills on the computer will contribute to my efficiency in the preparation of suitable materials for my students, maintenance of class and professional development records and increase my options in the presentation of materials in the classroom. Since a significant number of my students intend to pursue further studies in computing science or in computer technology, I may also be better able to include applications they find relevant to their interests. Computer literacy and increased use of current technology are college goals. The department has a commitment to increasing the number of options available to students in order to improve the fit between instructional methods and student learning styles.

3. Continued development of skills in group participation, communication, planning and organization. These are skills that I need in order to work effectively, particularly on the professional

development committee.

4. To obtain my certificate of Advanced Study in Higher Education. This program will provide the knowledge and skills that I need to be more effective in my position as instructor. The benefits of this course work will automatically assist me to meet goals one and three above.

Proposed Types of Activities:

1. Professional reading and self-study, particularly in the areas of adult education, statistics, linear algebra, calculus and the teaching of these topics. Academic course work in a CAS in Higher Education program.

2. Attendance at appropriate conferences and meetings of professional organizations, particularly those related to adult education or mathematics education, for example, the National Council of Teachers of Mathematics (NCTM), the American Mathematical Association of Two-Year Colleges (AMATYC) and the Mathematics Council of the Alberta Teachers' Association (MCATA).

3. Continued involvement in curriculum development in college preparatory mathematics.

4. Continued use of my own computer to produce materials and keep records. This will include learning to use new programs to do graphing and graphics, as well as learning to use a computer spreadsheet and a data base program.

5. Membership in a computer users' group.

6. Experimentation with the use of computer programs as visual and conceptual aids in the classroom.

7. Search for suitable computer application exercises for use in Math 131 and experimentation with these if the search is successful.

8. Participation in workshops, conventions, internships, faculty exchanges, and faculty/industry exchanges relating to any of the areas identified in my goals.

PROFESSIONAL DEVELOPMENT COMMITTEE POLICIES AND PROCEDURES GOVERNING REIMBURSEMENT WITH GRANT FUNDS

1. Professional development activities should be designed to target the following academic areas: improved instruction, credentialing, and scholarship. Upgrading and retraining activities should be the concern of staff.

2. All employees must have a professional development plan on file before the committee will review activity requests.

3. All professional development activity requests must be accompanied by a professional development contract form.

4. All individuals engaging in professional development activities paid for with Title III monies will be responsible for submitting an activity report to the professional development committee upon completion of the activity. In addition, the individual may be asked to present an oral report to the committee, and will be notified by the Director of Staff Development if this is necessary. Activity reports should be submitted to the immediate supervisor, within 15 days, along with the travel expense report. It should address the outcomes identified on the professional development contract form.

5. All professional development activity requests must be signed by department supervisor and area administrator, and submitted to the committee at least three days prior to meetings.

6. Reimbursement for meals/lodging will be consistent with NMTC's (state or collective bargaining agreement) guidelines.

7. Employees should check the cost of both air and ground travel, and choose the least expensive mode of transportation. The committee will approve the lowest, reasonable cost for travel.

8. A group of individuals may attend the same workshop/ association meeting/convention as long as separate sessions are attended and the group experience can be justified.

9. The Professional Development Committee will meet on the average of one hour per week.

10. Financial aid for approved course work expenses may be provided in advance of course(s) completion by submitting forms, bills, receipts and travel advance to immediate supervisor if the following criteria is met:

    1. Must provide proof of official acceptance to an accredited institution granting the baccalaureate and/or graduate degree.

    2. Must apply for financial aid on a semester-by-semester basis.

    3. Must receive a passing grade(s). (Some graduate programs consider a grade of "C" to be unacceptable.)

    4. Must reimburse NMTC for the total amount received or via automatic payroll deduction within 15 days of receiving a failing grade.

11. Lodging must be shared whenever possible when two or more like-sex employees are attending the same professional development function. If this is not possible, the employee will incur the difference between the cost of a single and a double room.

12. The least expensive airline arrangements will be made even if this entails leaving for an activity a day early and arriving home a day late. The total cost of additional lodging/meals, substitutes, etc. will be taken into consideration when making travel arrangements.

13. For information on faculty exchange programs, refer to the faculty exchange guidelines.

14. When a substitute instructor is needed, the cost for hiring that instructor must be reflected on the staff travel application and added into the total.

TYPE: **ACADEMIC COURSES**

PURPOSE: To strengthen the institution by preparing faculty to teach effectively, to help students to learn effectively and to function in a pluralistic society, and to assist the institution to serve the needs of the community and the state.

AVAILABLE TO: All full-time faculty, staff and administrators on a course-by-course approval basis.

PROCESS: Employee should complete course approval form and professional development contract and submit it to immediate supervisor, then to senior administrator, then to PDC for approval. Upon successful completion of course(s), submit internal purchase requisition, the above forms, bills, receipts, and grades to immediate supervisor. Grade reports will be placed in personnel file.

Financial aid may be granted in advance of the activity by submitting the above forms, receipts, bills and a travel advance form to immediate supervisor under the following conditions:

1. Must provide proof of official acceptance to an accredited institution granting the baccalaureate and/or graduate degree.

2. Must apply for financial aid on a semester-by-semester basis.

3. Must receive a passing grade(s) (Some graduate programs consider a grade of C to be unacceptable).

4. Must reimburse NMTC for the total amount received within 15 days of receiving a failing grade or via automatic payroll deduction.

NOTES:

TYPE: **NATIONAL CONVENTIONS, CONFERENCES AND SEMINARS**

PURPOSE: To develop an awareness of a topic or subject for the primary purpose of exploration or updating knowledge to be applied with the goal of improving professional performance.

AVAILABLE TO: Faculty and Administrators

PROCESS: Conventions, conferences and seminars will be announced in the academic departments and in the development literature kept on file in the library. Submit professional development contract, staff travel application, support literature for the activity, completed registration forms attached to internal purchase requisitions to immediate supervisor, then to senior administrator, and then to the PDC for approval. If a travel advance is desired, that form should be included in the application packet. Upon returning from trip, submit receipts and travel expense report to immediate supervisor within fifteen days. An activity report to the PDC should be attached to the travel expense report.

NOTES:

TYPE: **OFF-CAMPUS WORKSHOPS**

PURPOSE: To provide employees with hands-on or participatory experience. Expertise or mastery of a single topic is the goal. Materials generated are used to set up new programs, or substantially modify existing ones.

AVAILABLE TO: Faculty, staff, and administrators

PROCESS: Workshops will be announced in the various departments and in the development literature on file in the library. Submit professional development contract, staff travel application, support literature for the activity, completed registration forms attached to internal purchase requisitions to immediate supervisor, then to senior administrator, and then to PDC for approval. If a travel advance is desired, that form should be included in the application packet. Upon returning from trip, submit receipts, travel expense report, and PDC activity report to the area supervisor within fifteen days.

NOTES:

TYPE: **ON-CAMPUS WORKSHOPS**

PURPOSE: To collectively inform and train employees on a wide variety of professional and personal development issues.

AVAILABLE TO: Faculty, staff and administrators.

PROCESS: Workshops will be announced by the Vice-President, the College Forum Committee Chair, or the Professional Development Coordinator. Some sessions have limited space so registration is encouraged. All sessions will be evaluated by participants. Release time will be provided and at least one session annually will address professionalism, ethics, and integrity.

NOTES:

TYPE: **COLLEGE FORUMS**

PURPOSE: To celebrate excellence in teaching.
To provide a forum that brings together the campus community.
To share topics of interest interdepartmentally.

AVAILABLE TO: Faculty, staff and administrators

PROCESS: Title III funds will underwrite the expense of presenters when a fee is involved. Teleconferences resulting from NMTC's satellite agreement with AACJC and PBS Adult Learning station may be utilized. The College Forum Agenda Committee in communication with the Professional Development Committee and the Continuing Education Department will offer approximately six college forums throughout the academic year. Inhouse expertise will be used whenever possible. Release time will be provided to participants.

NOTES:

TYPE: **FACULTY EXCHANGES**

AVAILABLE TO: All full-time faculty who have worked at NMTC for at least one year.

PREAMBLE

A faculty exchange program will enable Northern Maine Technical College faculty members to teach in another environment while bringing a visiting teacher to our college. Although the college recognizes faculty exchanges as a viable form of professional development, they are distinct from, and complementary to, sabbatical leaves and other existing forms of professional development. Faculty exchanges return dividends in two forms; renewal for the individual, and a general energizing of the department achieved by the injection of fresh insights. The college will endeavor to encourage, support and facilitate faculty exchanges within the policies outlined below.

OBJECTIVES OF FACULTY EXCHANGES

a. To foster incorporation of new ideas and methods into the NMTC environment.
b. To provide faculty with opportunities for renewal and broadening of their personal and professional experience through living and working in a different educational and cultural environment.
c. To establish opportunities for personal and professional growth through application of professional skills in a field environment.

POLICY

Northern Maine Technical College actively encourages faculty exchanges, and shall facilitate the efforts of faculty to realize such exchanges. Faculty

exchanges are viewed as both a means of professional development and personal growth.

PROCEDURE

a. A faculty member considering an exchange should initiate planning at no less than six months in advance.

b. The intention to pursue an exchange must be discussed with one's department and with the divisional chairperson who shall begin, based on the faculty member's cumulative evaluation, to formulate a recommendation to the Vice President and the Professional Development Committee in support/non-support of the application.

c. Following approval by the Vice President, the faculty member will initiate an exchange of curriculum vitae with the potential exchange institution. The vitae should include personal information, formal education background, professional experience and copies of transcripts.

d. The faculty member will initiate letters of reference from the exchange candidate's immediate superior and the president or his designate. The referees are asked to comment on the candidate's experience, competence in teaching areas, organizational abilities and any other areas of expertise which the candidate may bring.

e. The Vice President normally will approve a pre-exchange visit. This would provide the candidate with an opportunity to come to NMTC for a brief interview and overview of our situation and would provide a similar opportunity for the NMTC faculty member. The faculty members are responsible for pre-exchange visit arrangements once the visit has been approved.

f. The chairperson, upon receipt of the curriculum vitae and letters of reference, shall further discuss the candidate with the Vice President and the faculty member initiating the exchange, with a view toward finalizing coverage and formulating a recommendation for approval or disapproval to the Vice President. Providing the faculty member has generated the required information, and a recommendation has been received from the chairperson, a decision will be made by the Vice President no later than four months prior to the commencement of the exchange.

CONDITIONS

a. The faculty member will remain in the employ of NMTC and receive salary and benefits as if he/she were on campus. Any additional insurance is the responsibility of the faculty member. Time spent on faculty exchanges will count as service time for sabbaticals, pensions, etc., and the faculty member will earn an increment in the normal manner.

b. Upon the expiration of the contracted period of the exchange, the faculty member (unless otherwise agreed upon) will resume his/her previous position.

c. Exchanges will be bilateral with individuals from the same discipline exchanging jobs.

d. Exchanges normally will be for a minimum of one term and a maximum of one year.

e. The visiting teacher will assume the workload of the NMTC faculty member or a workload assigned by NMTC. This includes labs and/or clinical work where applicable, as well as appropriate office hours and

participation in departmental activities.

f. The NMTC faculty member may apply to the Professional Development Committee for financial assistance with travel, both for the pre-exchange visit and for the exchange itself. Travel expenses not funded by the committee are the responsibility of the faculty member.

g. The visiting teacher shall be subject to all rules, regulations and administrative procedures in effect at NMTC. The college faculty member shall be subject to all rules, regulations and administrative procedures in effect at the receiving institution.

h. Upon completion of an exchange, the faculty member will write a report on his/her experience, including an evaluation of the exchange. Copies should be sent to the Vice President and the Professional Development Committee.

i. As part of the NMTC faculty member's annual evaluation, he will arrange for student evaluation during the exchange, either through one of the instruments currently accepted at NMTC or through a similar student evaluation used by the receiving institution.

j. Exchangees are responsible for making all personal arrangements regarding exchange of housing, transportation, immigration, etc. Routine living expenses are the responsibility of the faculty participant in the exchange. The Vice President's office will be available for consultation and college sanction where required.

k. Faculty exchanges coming to NMTC are expected to be available for faculty orientation sessions in August.

TYPE: **FACULTY/INDUSTRY EXCHANGES**

PURPOSE: To update professional and technical skills with on-the-job training made possible by an exchange with an individual from the industrial area.

AVAILABLE TO: Full-time faculty who have worked a minimum of one year are eligible for a short-term leave. Full-time faculty in permanent positions who have worked longer than one year are eligible for an extended leave.

PROCESS: Applications must be submitted at least six weeks prior to the activity. The resume of the individual coming to campus for the exchange must be attached to the application as well as a letter from the industrial administrator outlining the objectives of the activity. A travel application, professional development contract, and information about the industrial site must be submitted for approval to the immediate supervisor, then the Academic Dean, then the PDC. A travel advance may be included. Upon completion of the activity, a travel expense report and PDC activity report must be submitted to the area supervisor with fifteen days.

NOTES:

TYPE: **INTERNSHIPS**

PURPOSE: To update professional and technical skills with on-the-job training in business/industry.
To expand knowledge of the community college, their specific discipline, student needs and teaching approaches.

AVAILABLE TO: Full-time faculty who have worked a minimum of one year are eligible for a short-term paid leave. Full-time faculty in permanent positions who have worked longer than one year are eligible for an extended leave with pay.

PROCESS: Applications must be submitted at least six weeks prior to the activity. A letter from the facility's administrator outlining the objectives of the activity must be submitted with a professional development contract, information about the facility, and a staff travel application for approval to the immediate supervisor, then the Academic Dean, then the PDC. A travel advance may be included if desired. Upon completion of the activity, a travel expense report and PDC activity report must be submitted to the area supervisor with fifteen days.

NOTES:

TYPE: **CERTIFICATIONS/RECERTIFICATION**

PURPOSE: To assure the public of quality performance and to standardize qualifications for specialty practice.
Centers peer and public recognition upon those who have attained excellence in their specialty field.

AVAILABLE TO: Faculty, staff and administrators

PROCESS: Submit support literature, staff travel application, professional development contract, internal purchase requisition (for exam fee(s)) for approval to immediate supervisor, senior administrator and PDC. Submit travel expense report with receipts and proof of certification/ recertification within fifteen days of activity to immediate supervisor.

NOTES:

TYPE: **SABBATICALS***

PURPOSE: Sabbatical leave must represent an effort to improve the professional capability of an individual faculty members.

AVAILABLE TO: Any faculty member who has completed seven (7) continuous years of service to the school shall be eligible to apply for a sabbatical leave.

PROCESS:

A. Application shall be to the campus president on a form prepared by the system president and submitted no later than January 1 preceeding the academic year in which the sabbatical leave is desired.

B. Notification to a successful applicant(s) shall be made no later than April 1 of that year.

C. Any faculty member accepting sabbatical leave shall enter into a written agreement with the system president which shall provide that in the event the faculty member resigns from school service before the completion of one (1) year of service after the expiration of the sabbatical leave, he/she shall reimburse the system for that amount which the unfulfilled one (1) year period bears to the full amount granted during such leave.

D. The faculty member on sabbatical leave shall submit periodic reports on his/her work. Following completion of the sabbatical leave the

faculty member shall submit a final report on his/her research or study to the president.

E. Each faculty member on sabbatical leave shall have the right to return to a position substantially the equivalent to his/her former position or to the same position if it is available.

F. Faculty members granted sabbatical leave shall receive full salary if leave is for a half year or half salary if leave is for a full year.

G. The TC system will make available a minimum of two (2) sabbatical leaves for the system, contingent upon available funds. The system president will encourage participation by all campuses.

*MVTIS Board of Trustees Agreement with the MTA VTI Faculty Unit 1989-1991. Subject to change after 1991.

NOTES:

TYPE: **UNPAID LEAVES OF ABSENCE***

PURPOSE: To pursue activities consistent with the individual faculty member's professional growth.

AVAILABLE TO: All faculty members.

PROCESS: Leaves of absence without pay for reasons other than medical disability may be applied for and such leave may be granted at the discretion of the system president under such terms and condition mutually agreed to by the faculty member and the system president. An application must be submitted to the system president through the department chair.

*MVTIS Board of Trustees Agreement with the MTA VTI Faculty Unit 1989-91. Subject to change after 1991.

NOTES:

NORTHERN MAINE TECHNICAL COLLEGE
Application for Course Approval
School Year 1993-1994

Employee Sadie Somebody

Department Trade and Technical

Institution	Course(s)	Credits Earned	Semester	Tuition	Books	Fees (Specify)
Whatever, Anywhere, USA	EDU 660 Curriculum Development	3	Fall, 1993	$210	$50	EDU 660 Lab $10

TOTAL COST $270 (Stop here and submit form, along with PD contract, and travel advance if desired, to area supervisor.)

Approval Signatures

*Course(s) approved for reimbursement upon documentation of successful completion by

Area Supervisor/Date

Vice President/Date

Funding Source

*Upon successful completion of course(s), submit internal purchase requisition, receipts, course transcripts, and this complete form to your area supervisor.

STAFF TRAVEL APPLICATION

Sadie Somebody
NAME SOCIAL SECURITY #
137 Caribou Road

Presque Isle, Maine 04769
MAILING ADDRESS (FOR TRAVEL ADVANCE OR FINAL REIMBURSEMENT MAILING PURPOSES)

PLEASE CHECK (X) ONE:

____ IN-STATE TRAVEL

__X__ OUT-OF-STATE TRAVEL

DEPARTURE DATE Sept. 9, 1993

RETURN DATE Sept. 12, 1993

DESTINATION Anywhere, USA

PURPOSE OF TRIP
(PLEASE BE BRIEF, BUT COMPLETE — ATTACH AGENDA, OTHER SUPPORT MATERIALS)

To attend a national convention- "Creative Teaching for Two-Year College Educators." Agenda and supporting literature is attached. The purpose of the trip is to obtain usable information and skills for dealing with the diverse needs of today's college student. See attached PD contract form.

EXPENSES:

$ 93.00	MEALS (NUMBER & COST)	3 dinners 3 lunches 3 breakfasts
260,00	TRANSPORTATION COST	
148.05	LODGING COST	
100.00	FEES (Registration SPECIFY	
268.80	MISCELLANEOUS (Substitute SPECIFY	
$869.85	TOTAL COST (REIMBURSEMENT WILL NOT EXCEED THIS FIGURE!)	
$241.05	CASH ADVANCE - (ATTACH REQUEST FORM)	

_____ (Signature of Traveler)

ADDITIONAL INFORMATION: (Include name of substitute instructor, if applicable)

Norman Nobody to substitute for 14 hours at $15 per hour plus fringe

cc: Individual, Business Office, Approving Authority, Dean of Instruction

***NO REIMBURSEMENT WILL BE PROCESSED WITHOUT PRIOR APPROVAL!**

TRANSPORTATION METHOD (X):

____ NMTC VEHICLE (MUST BE USED IF POSSIBLE)

____ PERSONAL VEHICLE

__X__ AIRPLANE

American International
SPECIFY AIRLINE

____ OTHER _____
SPECIFY

HOW WILL THIS TRIP BE FUNDED (X):

____ GENERAL FUND

____ FEDERAL STAFF DEVELOPMENT

____ FEDERAL STAFF INDUSTRY EXCHANGE

__X__ TITLE III GRANT

____ SPECIAL REVENUE: DESCRIBE:

____ OTHER: SPECIFY

Approval

_____
Dept. Chair

_____
Area Administrator

_____
Signatures Date

MAINE TECHNICAL COLLEGE SYSTEM
INTERNAL PURCHASE REQUISITION

Date: April 10, 1993

Requisitioned By: Sadie Somebody

☐ Change Order ☐ New Stock Number
☐ Non Stock ☐ New Vendor

Requisition No.: 621084

P.O. Number:

Suggested Vendor: Help the Educator Foundation,

Suggested Vendor: Anywhere, USA

Terms: F.O.B.

Delivery: Page No.

Date Needed: September 10, 1993

Item Number	Stock Number	Quantity	Unit	Fully Qualified Account	Description	Unit Cost	Total Cost
				1-6850-3-6-47051	Registration fee for national convention - "Creative Teaching for Two-Year College Educators" held from September 10-12, 1993 in Anywhere, USA	$100	$100
35							
					TOTALS		$100

Comments: Completed registration form is attached.

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Responsibility Center Manager

Director F&A/Finance Director/Business Manager

TITLE III PROFESSIONAL DEVELOPMENT CONTRACT

Name Sadie Somebody Date April 10, 1993

Professional Development Activity Title Creative Teaching for Two-Year College Educators

Location Anywhere Date September 10, 1993

1. Which Title III project objective(s) will be addressed by your proposed activity? See other side of page for a list of Title III objectives.

   Number 1 and 5b

2. Which of your professional development goals/objectives will be met by your proposed activity? (Refer to your professional development plan)
   Number 6: To attend a national convention every other year that focuses on the diverse needs of today's college student.

3. What criteria will you use to evaluate the success of your activity (expected measurable outcome(s) e.g., passing course grade, revise curriculum (specify), certification, etc.

a. To learn and implement current test construction methods this semester.
b. To find out what grants are available to fund curriculum development projects and write the grant by the end of the academic year.
c. Learn how to effectively teach critical thinking skills to adult students and implement the strategies next semester. Revise curricula to include new teaching strategies.

STOP HERE AND SUBMIT FORM WITH STAFF TRAVEL APPLICATION (AND OTHER FORMS) TO IMMEDIATE SUPERVISOR.

xxxx

Maine Technical College System
REQUEST FOR TRAVEL ADVANCE

Name: Sadie Somebody Campus: NMTC

Address: 137 Caribou Road Date Submitted: April 10, 1993

Presque Isle, ME 04769

Nature of official business: Professional Development - to attend a national convention - "Creative Teaching for Two-Year College Educators"

Destination: Anywhere, USA Mode of Travel: Airplane

Departure Date: September 9, 1993 Return Date: September 12, 1993

Estimated cost:

Meals/day 3 ($31) x 3 days = $ 93.00

Lodging/day $49.35 x 3 days = 148.05

Transportation American International - $260 direct pay

Other Registration - $100 direct pay, Substitute $268.80 direct pay

Total $ 869.85

Request advance of $ 241.05

Account to be charged: 1-1830-1-6-00000

I understand that this is a loan or advance against future earnings or wages, and I agree to allow the MTCS to deduct the full amount of the travel advance from my payroll salaries and wages in the event I do not refund the advance within 30 days from the travel return date.

Traveler Signature -- Date

Approved:

Date _____ Dept. Head _____

Date _____ Finance Director _____

Note: Submit two (2) copies to the Business Office. Travel advances must be settled within fifteen (15) days of the travel return date.

TRAVEL EXPENSE REPORT

Please complete in ink or type

Traveler's Name and Address (Payee)	Campus	Destination
Sadie Somebody 137 Caribou Road Presque Isle, ME 04769	NMTC	Anywhere, USA
Social Security No. Required	Department: Trade & Technical	Purpose of Travel: Professional Development
	Employee's Residence: Presque Isle, Maine 04769	

DATE 1983 Mn	Day	Explanation of Expenditures	Transportation automobile 6230 Amount	other	(Receipts Required) LODGING 6210	6220 List Meals Separately	Amount	Other Expenses Item	Amount	Daily Total
9	9	American International		260 00	49 35	breakfast	4 50	registration	100 00	439 45
				Direct Pay		lunch	7 60	Direct Pay		
						dinner	18 00			
9	10				49 35	breakfast	4 60			72 15
						lunch	5 30			
						dinner	12 90			
9	11				49 35	breakfast	4 80			75 55
						lunch	8 00			
						dinner	16 40			
								substitute	258 80	258 80
								Direct Pay		
		Total		260 00	148 05		82 10		368 80	

Total Charged (628.80)

Total Cash Exp.	230 15
Less Advance	241 05
Balance Due NMTC	10 90

Please detail all expenses associated with a travel event. Those items that have been charged directly to the College shall be detailed and the dollars shown in brackets, i.e. ABC Travel ($189.00).

Note: You reimburse the school $10.90

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Signature of Traveler _____ Date _____

Approved: _____

Date: _____

Date: _____

Account to be charged: _____

Department Head: _____

Finance Director: _____

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NOTE: If a more structured report is preferred, use the Activity Report Form on page 40.

SAMPLE ACTIVITY REPORT

TO: Professional Development Committee
FROM: Sadie Somebody
DATE: September 19, 1993
RE: National Convention "Creative Teaching for Two-Year College Educators, Anywhere, USA, September 10-12, 1993

The convention was excellent. I did learn the latest procedures in test construction and will be sharing the information with trade and technical department faculty in our September 21 faculty meeting. With the department chair's approval, the new procedures will be implemented this semester. An unexpected outcome occurred when Mr. N, the presenter on advanced test construction, agreed to come to our college later in the year to give a presentation on test construction. I will coordinate this effort with the college forum agenda committee chair.

Unfortunately, there are no grants that will meet my needs where curriculum development is concerned. It is too late in the academic year to apply; however, I do intend to write a "Help Me" grant this fall to assist the trade and technical department in its effort to upgrade faculty credentials.

I did learn two strategies for teaching critical thinking skills to older students. The strategies will be implemented by next semester and the curricula will reflect their use. I am looking forward to evaluating the effectiveness of these strategies and have arranged to share the information with other interested faculty at the next college forum.

_____ _____

Signature of Immediate Supervisor Date

NOTE: This form can be used instead of the unstructured method of reporting shown in the sample activity report on page 39 if preferred.

TITLE III ACTIVITY REPORT FORM

(To accompany Expense Report Form)

This form should be completed and submitted to your immediate supervisor within fifteen days after returning from a conference, workshop, or internship, etc.

Title of Workshop/Convention: _____

_____

Dates of Workshop/Convention: _____

Location of Workshop: _____

Major topics addressed: _____

_____

_____

_____

_____

Benefits you attained by attending which will strengthen NMTC: _____

_____

_____

_____

_____

_____

_____

_____

(Attach additional pages as needed)

SIGNATURES

_____ _____

Name of Participant Date

_____ _____

Name of Immediate Supervisor Date

NM/sp

CAVEATS

If any language in this directory is found to be in disagreement with the Maine Technical College System Board of Trustees Agreements with faculty/staff/administrators, the language in the "Agreements will take precedence over the language in this directory.

The information in this directory is subject to change at any time. Employees will be notified in writing if a change should occur.

At the conclusion of the life of the 1989-94 Title III grant, all professional development activity will revert back to the policies and procedures established prior to implementation of the Title III, Activity I project.

ERIC Clearinghouse for Junior Colleges MAR 8 1991